

**Response to Intervention
Cohort/Pilot training session:
Leadership: Realizing the Moral Imperative**

Session 2

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Session 2.mp3 - The Lee County Story: From Research to Operationalized Practice With Fidelity to Results: Virginia Tiered Systems of Supports (VTSS) Component Analysis Leadership and Organizational Structure

Dr. Larry Tihen – Retired Superintendent, Lee County, Florida 10:45 am – Noon [part 2]

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Dr. Tihen: Hello everybody we're going to go ahead and start again, I uh, I appreciate the feedback. I had a change to walk around and talk to some people at some different tables. And what I said about ya'll having the quality of people, I mean the questions were really right now. And they were questions about some thing that we're gonna address as we move forward, and I want to commend people on the things they've already done. Because people were showing me things that they've started, so ya'll are well on your way with the things that you need to be thinking, and addressing. So, the part here, ya'll I want to talk about this part up here, because one of the questions I had was, we started off with all those C, D and F schools and to be fair about the multi-tiered system, we had a multi-tiered system with Reading First. You see the state of Florida mandated with reading first that you have tiers of support for your students through Reading First. So we got a jump on the "RTI, multi-tiered system initiative."

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Dr. Tihen: But having said that, our biggest challenge, and in our middle and high schools still our biggest challenge, is getting the 80% in the core. See ya'll on page 16 where you have this chart, if you look up here it talks about the core. And includes all students and provides differentiated instruction, then it comes over here and says less than 80% of the students are meeting the benchmarks. Review the efficiency or effectiveness of your core and fidelity to implementation, etc. And then we get into the students themselves, but the first part over here says if you have more than 80% of the student attaining benchmarks. Now we're looking at students, but if we're starting to see that we have a pattern for less than 80% that's what we got to fix first, okay. And the section that I'm going to go through you now is what we went through, and looked at the research, we got input for the Florida Center for Reading Research.

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Dr. Tihen: And we begin, we designed a system where big, we are system bound. You're gonna see that, everything is systematized. That doesn't mean there's not flexibility within the systems, but it means the parameters where that flexibility occurs when it's needed are identified. So, ya'll you have go to the next sheet Deb. In your handouts, I'm going to be mostly talking about this. Okay. This yellow sheet that says "academic plan district alignment." That's really what we're gonna kind of focus in,

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because there are so many variables that lead to the, whether you succeed with that 80% of the core, and it isn't, it isn't just differentiated instruction.

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Dr. Tihen: Okay. Differentiated instruction occurs within the context of your overall system. It's one part of the system, and what we're gonna do is talk to you about the other parts. Because sometimes what we found we were doing is, we went right away and started doing differentiated instruction, and training people on differentiated instruction and it's like giving people a GPS, saying I want you to go to California, and by the way here is this car. It doesn't have any tires you know, only go about 40 miles an hour, but and we're not sure it's going to get out of the parking lot, let alone get there. So you put the great differentiate instruction GPS in there, and you're running it with an old jalopy. Okay it doesn't work very well. The GPS can't overcome the jalopy. Okay, so what's the jalopy? That's what we began to look at okay. First in Lee County, this it would be our district achievement standard.

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Dr. Tihen: Let's this is an example, this is on excel sheet for our teachers okay, and our administrators. Lets say the district achievement standard, minimal standard is 80% success across this particular curriculum item, okay. Let's just say that's what it is. If you type these in up here, it changes these so our teachers when we do our improvement charts if you type the numbers in here, all these lines change okay. But lets say we that we have an ELL group, and the ELL group is as a group across the district is right here, okay. But in this school, this school, so the district line is here for ELL, looking at subgroups. We look at a wide piece of subgroups typically. And this is the present achievement level for that reference group. Okay, so ELL students in this school are here, and this ELL student, this one student is an ELL student whose also way below this.

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Dr. Tihen: Now ya'll, what we're, we're trying to balance is, you can't sacrifice a child for the system, and you can't sacrifice the system for a child. Okay. So you got to do both. You got to work with both. And I'll show you. When we get to our progress monitoring, ya'll this isn't on here, because this is a student line of improvement. Targeted student line of improvement we want this child at least to meet his reference group by the end of this, these nine measurement periods, whatever they happen to be. Want him to at least catch the reference group he's in, okay. And this is the line that he's, so this is working. But wasn't in here is, let's say this student was right here. Okay. And then you put him on a line, and then you go to the next student who's right here and put him on a line. The next student is right here, put him on a line. It never ends, okay. When

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you have, this group of students here, which is below the standard, you'll always be starting to, you'll always find students you need to put on a line of improvement. Why?

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Dr. Tihen: Because the group as a whole is way below the standard, so that's where the kids are. So if you decide to do that, and as a teacher, past teacher I have a really, a real appreciation for that sentence. How are we gonna improve, we're gonna improve one child at a time, because teachers value every child. Okay. But that don't work in a system where 40% of your students aren't succeeding. Okay, so if I have 4,000 students, I got more, we had more than that. I got 20,000 students who are below grade level when we started, I can't improve em one child at a time. I'll be long gone before we're ever done with that process. So one of the thing we have to begin to say is, if we have underperforming groups, whether it's race, creed, color whatever it is, not race, whether it's race cause race is involved. But typically poverty is involved, race is associated with poverty at least in our district. Okay, is that we, we have a line that we draw for our schools.

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Dr. Tihen: Okay, and I'll show you that, it is improving this whole group, but if we have a child way down here. We don't just let that child go and say well while we're improving the group as a whole, you just kind of are out of luck cause you're the furthest one behind. So we do have response to intervention improvement for children who are way behind. But we look at the reference group, and any time a reference group is significantly below, we implement within our school a plan to move this whole group. Okay. Cause if we move this whole group of 300 kids in this school, we don't have to do an RTI plan 300 times. Don't have to do it, okay. Much, much, much more efficient. Okay. And much fairer to kids, because if we're improving one child at a time these kids are all waiting. If we're improving one child at a time, these kids are all waiting.

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Dr. Tihen: Okay, so that's not where our orientation is. Do we place the value on that child? Absolutely. But this is the focus of where we need to go as a school. This could be a classroom too. What if you had all your classes in your school, second grade or fifth grade or whatever grade it is, seventh grade and you looked and you said in this particular seventh grade classes, or seventh grade in this school this is where our students are. In seventh grade, or eighth grade or wherever they are. It could be in a single classroom, it could be that one of your teachers really does have the children who have the most educational needs, in other words they got a huge diversity of educational need. And they are children who are severely behind. Well if you have a teacher who has a line like this, you're gonna talk about, well how can we support that

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teacher in moving all these students up whether its with that individual themselves or with a team, as well as moving this student up. So this could be an individual classroom, could be a school, it could be whole district.

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Dr. Tihen: For me as a superintendent I was looking at the whole district, so when I met with my principals, its guys here's where we are. Let's run each of your schools, ran every single school in the district with this chart, and we found out where they were. Okay. And then those schools not only were in the multi-tiered system for improving this one student, they were in for improving this whole group of students. Because one of the questions I was asked back there is, "What do you do when you have 60 or 40% of your students aren't making in the core? What do you do?" Okay. You don't sacrifice the one but you begin to work on this right away. Now what I'm gonna go through with you now is how do you do that? Or how did we do it, and you can extrapolate how it might work for you from that. This is our academic plan district alignment, this we call, this is our level one, level two, level three. Here is our, where we do our data analysis and evaluations.

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Dr. Tihen: And you see it says student learning and achievement. It says individual systems components, we evaluate those and the total system, how does all this work. Now I as a principal spent all my time looking at my evaluation from here. Then remember when I said I read Deming's research, about 95% of the problems being systemic. Okay what's the system? This is a system for a school district, it's also a system for a school, it's also a system for a classroom. You can use it any level you want to use it, and we do. We use it in our district for every level. So we're gonna start with, see here's, here's where differentiated instruction takes place. But it takes place within, when all these other things going on around it, anyone of which can destroy it. So the state of Florida, for example, the Center for Reading Research, has hard data, hard data that for children to stay on grade level, you need 90 minutes a day of instruction at grade level.

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Dr. Tihen: And don't mention, 90 minutes not 60. So if I structure my school where I say teachers are only gonna get 60 minutes a day, okay. Now ya'll that research is so strong in Florida that's mandated. That's a Florida statute. Because the research is so strong we already know if we don't do it, well it's not gonna succeed. That's how strong the research is. Does that mean that there are still 60% of the students who could make in that hour, yes there are. But we're not throwing out the other 40%, okay. So, the example I'm giving is, you can go back and teach instructional strategies, differentiated

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instruction, etc. etc. etc. And if you put that teacher and those students in your school in a class for reading that lasts 45 minutes to an hour you're done anyway. It's a waste of time, now that's not my opinion ya'll. Remember I said I have opinions, and I do.

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Dr. Tihen: That's the research. In Florida as I said, that's Florida statute that you have to have 90 minutes of uninterrupted reading time in your elementary schools. That's a Florida statute. Okay. So, because that data is so strong for our teachers and our students, that it's, that was presented to our legislature, and once they saw the data that law was passed. Okay. So this right around here, if you have instructional strategies, but you don't have the supplemental materials, when we talk about supplemental instruction. But you don't provide your teachers with this stuff, well then that's no probably going to work very well. If you're core isn't scientifically based to start with, and you're using instructional strategies on invalid and unreliable, with unreliable and invalid and non-research based materials. The fact that your differentiating instruction on the wrong stuff, is probably not going to be very helpful. Okay. So, that's why what we learned, and it was a hard lesson for us ya'll. Because we really thought when we started, that if we concentrated on this, all would be well.

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Dr. Tihen: Taught everybody how to differentiate instruction, and if you got to our manual you'll see under the ELL section, we got a whole list of strategies about how you differentiate instruction with ELL kids. Okay, but unless we fix these things too that didn't occur, okay that didn't occur. Okay, was our data collection system good enough for teachers to evaluate whether this stuff was even working? Cause if you don't have a good data analysis system, and progress monitoring then they really don't know whether that strategy is even working. Might be a good strategy for child A, but not so for child B. Okay. So I'm gonna go is walk you through this, what are the questions we ask ourselves. Now this is presented, this model when we meet with our principals, I think it's on a later slide. So maybe I'll an hour of every principals meeting, we meet by levels once a month. Elementary, middle, high. Each group meets once a month on Thursday all day.

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Dr. Tihen: Okay, one hour of that time has to be with the curriculum and staff development department, and the accountability department, and measurement department. One hour with our principals and those teams problem solving on this. But our principals don't just walk in and say, I wonder what they're gonna talk about today. Why didn't they just send an email? I was a principal, I used to go to some of those meeting and say, why didn't they just send an email? You know, sitting in here, I'm

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busy I got things to do at my school. This is when our principals come in, they know one of these things is going to be talked about, cause that's how we do business. That's our system. So principals come in and say guys I found some really good stuff on school restructuring, and I'll show you some of that where it came from tomorrow when we do our curriculum. I'll show you where principal solutions and things came into school restructuring, and how we changed our curriculum up here, and how we changed our instruction; tied to school restructure. Okay, so this is what we work off of is we try to improve our 80%

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Dr. Tihen: Okay, cause that's our big challenge, we are still working on that. WE do not have 80% at middle and high school. Even with all our As and Bs schools. Okay we're only 10% Cs, but we still do not have 80% at grade level. They may be 2s, they're not 1s. You know, we still got some 1s, but we may have, they may be 2s instead of 3s. 3s is our passing grade. But we didn't, we're not where we need to be. Okay Deb why don't we got to the next slide? Okay so we'll start, these are the level 1 considerations. Curriculum content and skills, that box next to it was textbooks, supplementary programs, instructional software, technology, hardware, components. So I'm going to cover those first. How, what did we do, how did we systematize? How did we approach that? Our curriculum long-range directions for instruction, ya'll one of the things we weren't really doing was looking at our changing demographics. Okay, we moved from a majority to a minority schools system, we moved from a school system that was about 45% free and reduced lunch to a school system with 75% free and reduced lunch.

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Dr. Tihen: We moved from a school district that had very little growth, when I went to Lee County we had 19,000 students. Now we have 85, 83 right now. We had 19. We weren't, we didn't know what was coming, so we begin to look and say, we better start thinking about what's coming, and making plans for it. Our instructional materials; this was huge, we, we came to grips, and this, I'm sure some of you, you know are gonna think well they weren't very smart. But we used to think our curriculum in Florida was the textbooks we had our kids in, we did. It's a state standards that's our curriculum, the curriculum in the state of Florida, is the Florida benchmark standards. That's the curriculum. Okay. The textbooks are what you use to teach those standards.

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Dr. Tihen: Now they have information in em, and I'm not saying when we teach US history that every single thing that we teach in US history is a benchmark on our, on our academic plans for example. But, or within our textbooks. But the real curriculum is defined by our state legislature, and our department of education. It is the Sunshine

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State Standards. Those, that's what we're supposed to be teaching, okay. So we begin to look, do our instruction materials even match. Cause for example let's say, I'll give, try to give you examples whenever I can. Instruction materials. One of our standards in third grade is author's purpose, okay. We bought books that had no questions on author's purpose. None. Okay. So, state said you're supposed to have taught author's purpose. We taught our book, because we thought that was the curriculum, and when our kids were asked to identify author's purpose. Couldn't do it, hadn't taught it. Hadn't taught it.

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Dr. Tihen: Cause we were looking at our textbook too much as our curriculum. Okay. In science where we had some compare and contrast issues where our students were asked to do the compare and contrast, and in history. History type questions on our reading FCAT, cause they take from content areas from our reading FCAT. WE found out that our instruction materials didn't have nearly enough of that, when it was very, you know there might be 3 to 4 questions on our state test related to that. With a passage you had to read. We hadn't spent time on it, so we began to say okay. Let's take a look, long look here at our instructional materials. What's the intent, what are we trying to do. Ya'll it is, that's part of what I talked to you about non-grade level. Are we really going to stay on grade level with all of our curriculum? In other words does every child get grade-level curriculum, or do some students get curriculum that's related to skills needs that they may have deficit areas in? I'm, I had a question, so I'm going to address it now. The question was Florida has, related to Florida's requirement for retention at third grade.

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Dr. Tihen: If you don't know it's a very stringent requirement okay. If you're a regular Ed student, and you do not pass the state FCAT, by pass it I mean get a 2. 3 is our standard for grade level, 2 passes, 1 is you didn't pass. Okay, at third grade. If you don't pass you're retained period. Okay. There are some good cause exceptions, like if you're the first year ELL student. Okay. But if you're exceptional student education or special Ed like here, you're retained, you're retained. Okay. If you're a regular Ed student and you don't pass the second year, you're retained again. Florida is, whether people agree or disagree Florida does not want people leaving elementary school who can't read. Because everyone that we have that leaves that can't read, seems to do very very badly in middle and high school.

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Dr. Tihen: You can't read, it's pretty much a rap. And it isn't about school grade, and it's not about passing the FCAT score. As much as it is that 99%, I believe this

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accurate, it's 98 or 99% of the people in federal penitentiary, federal penitentiaries right now are illiterate, functionally illiterate. This is about saving lives, it isn't about oh we got an A in our school or a B in our school. This is about saving people's lives. Saving children's lives, and we're dead serious about that, very serious about it. Now, here's the deal on this. Intent and arrangement of the content instruction. We used to do this, you fail third grade, you repeat third grade. Okay, took us a while but after a while we began to realize, that's like finding a person with a broken leg and setting their arm twice.

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Dr. Tihen: Okay. That's what that is. Okay, the real issues, why the heck did the kid fail third grade? Okay. What did that child come to third grade not prepared to be able to benefit from good instruction from a good teacher, in a way that would allow them to achieve the third grade standards. Okay. So now we don't repeat third grade. Okay. Maybe a small group of children that we look at that are 1, 2, 3 points off. And we make a decision that those children repeat third grade. But 1s, remember those the ones that retained, are typically not like that, okay. All right, they're not within, some of them are 2 points, 3 points out of being a 2. All right we'll look at those kids. Everybody else goes into one or four intensive reading classes, where we go back and fix what's wrong with you, why you can't read. We don't repeat third grade. You didn't get retained because you failed third grade, you got retained cause you're a level one at reading.

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Dr. Tihen: That's, Florida didn't say that if you didn't do well in your social studies class, your science class you're retained. They did say you got to learn to read, got to learn to read. People can agree or disagree with that, it's working for us. It's working very well, but it won't work, it will not work. Cause everybody goes back to the research or retention. I had that brought into me, you know what everyone of those studies is about 10 years old. None of them that were brought to us had to do with going back and differentiating the instruction, and I know that retention is a hot topic for some people in this room. I know that when I'm saying that, because it hasn't historically worked. If you got look at Florida now, you'll see that their percentage of children retained in the third grade is less than half of what it was when we started. So first of all by having the concern about third grade, people don't wait till third grade anymore.

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Dr. Tihen: You see a kid who might fail third grade, we're on em in kindergarten. We differentiate instruction in kindergarten, okay. You don't wait anymore. You don't wait until third grade and then wonder how they got into it, okay. All right, the second thing is we have very few children in Lee County who are retained twice. Very very very few.

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Because they go into an intensive reading class and they learn to read. Okay. Now ya'll time and age and things appear, and I'm just going to say this I'm going to move on. Because my goal here isn't to convince you that retention is good, my only goal here is to inform you that the state of Florida has the mandate and we better be ready for it in Florida. Now whether you all have it as a mandate or do it, or don't do it, or your superintendent believes you should, or your superintendent believes you shouldn't, you're all gonna have that. Okay. I get it. Okay. Letting you know this is what we had to deal with, when you have that, let me tell you it creates a sense of urgency. A real sense of urgency.

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Dr. Tihen: That your children are prepared, because no teacher, no school, no principal, no parent, no child likes to go through that. Okay, it's not something we, we're all, any of us want to go through. It has created a real sense of urgency with us. Pace of the steps leading to the outcomes. We have pacing guides in our curriculum. WE have stated outcomes for the course of study, these are academic plans. I'm going to go over pacing guides and academic plans with you tomorrow when I do the curriculum. In other words all this is laid out, now we talk about pacing guides. We recognize that not all kids will be on the same pace. But what's good is we know it. We know when they're not on the pace. Sometimes that's when we do some differentiate instruction to pick the pace back up again. That's part of what that's about. But if you don't know what the pace is that your children need to be at to successfully complete the work, it's hard to know whether you need to do something cause you don't know what the pace is. So once we set the pace and our teachers, we don't do that by the say, administrators don't do that.

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Dr. Tihen: And neither does central office curriculum and staff development. Teachers write our academic plans. Teachers know the pace that you got to have it to have it, so we don't, our teachers know that better than anyone. So they're the people we have doing that. Okay. Stated outcomes, go back a second Deb. Stated outcomes for the course of study, general criteria as identified in the school improvement plan, the state's benchmark. All right we look at this, state benchmarks and also our school improvement plans, both behavior and academic. Do you all have school improvement plans here?

[Comments from Audience]: Yes.

Dr. Tihen: Okay, good. Okay we have to write a school improvement plan, and it's a big document now, and people put a lot of thought into it, and it's been very helpful too us. But these are things that when we say, when you look at that chart you see the first

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thing curriculum. These are some of the things that we have looked at in general, broad categories. Of, here's things we need to be prepared too look at and thing about, okay. So curriculum. Textbook adoption process. Okay Deb.

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Dr. Tihen: Does the textbook align with the curricular objectives of the respective grade levels. And ya'll this isn't something I'm proud or ashamed of, it's just the state of fact, when I became the director of curriculum and staff development, we actually had schools that had three readers in one school. We really did. People could kind of pick what they wanted, we had you know, if you moved well another reader. So we, we were really, we had our alignment was left to individuals, so if you moved from one school to another and you liked a certain book, and you wanted to use it and the principal said okay, well okay. That's where we were. Okay, now what we, our teachers come in and we look at our Sunshine State Standards, our grade level, what our teachers have identified. You'll see it on our academic plan, our teachers call it essential knowledge. So when I talk to you about the standard that, you know that every, like US History this fact isn't in the standard, but our teachers identify is essential for US History. They say if a kid leaves here, and they study US History here's what they should know.

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Dr. Tihen: Okay. So we have our benchmarks, and with a textbooks aligned with the curricular objectives, and our curricular objectives are our standards, and what our teachers have said is the essential knowledge for children to leave their class having. Okay. Then how much adjustment or modification is needed in relation to the academic plan, so our teachers have in our academic plan all the benchmarks and the essential knowledge. In other words they've written it out. So when we hire 600 teachers a year, and half of those are usually from out of state, at least. And now it's more. Cause we can't cause growth is too fast, well they come, and they say I've never even heard of a Sunshine State Standard. What's that? We, the, we say well here they are. Here is, here's how it aligns with your curriculum, here's how it aligns with this unit this chapter, here's how it aligns with the essential knowledge our teachers say we need to have. So we, cause coming, now think about that.

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Dr. Tihen: A minimum with 300 a year, an average of 450. In 5 years we've turned over what, over well 2,500 teachers. How do you keep up when you're turning over 2,500 teachers? How do you keep your in-services and everybody trained, it's hard enough to train em once. Then you got 2,500 shift. Okay. Now we have over 5,000 teachers, but you can still see the kind of shifts we're dealing with in our teacher population. So, if we, if we can give that to our teachers when they walk in, our new teachers and they

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have this plan that our experienced knowledgeable teachers have and they put it in their hands, it's a huge huge benefit in terms of erasing that 40%. Yes.

[Comments from Audience]: [Inaudible.]

Dr. Tihen: Yes.

[Comments from Audience]: How could that impact how you [inaudible] overall, because [inaudible] but you know a lot of places [inaudible] your professional development.

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Dr. Tihen: Well there was a weeping and gnashing of teeth is how we looked at it okay. And when I said I'm only half kidding, we were failing at it. Okay. So what you're gonna see now tomorrow, is what we set up academic plans, instructional guides, and common course exams so that the teachers in the schools are our most valuable resource with other teachers. And I have to be fair, that's not new. When I started teaching, and I like, I went to Indiana University, I was a speech pathologist actually back then, I'm giving you my age. We didn't have 94-142, but we did have kids who couldn't read, and then back then it was all auditory process. You remember the ITPA, well you won't remember. Okay, those were the test of psych-language (?) abilities. Okay you would test and kids got auditory process deficits, where is the speech pathologist. So I had reading classes and stuff like that. So I'm bring that up to say, I wasn't prepared for this, and the people I learned best from were the two teachers on my right and left.

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Dr. Tihen: That's still true today. Our teachers in many ways are our very best resource for our fellow teachers. So instead of trying to keep up with that, like in-services coming in and out, we do have online trainings that we have our teachers take. And we have an apples program for beginning teachers. But by having academic plans, essential concepts, instructional guides, and common course exams so that our teachers actually see, and we show the teachers the exam. They actually see what they have to teach. It gives the teacher a huge jump. And the teachers around them can help explain that plan to them if they need explanation. And the teachers honestly are more accepting of other teachers helping them. Than they are some administrator walking in and saying well did you read your academic plan you know? Do you know what the academic plan says you're supposed to do this day? We try not to do that kind of stuff. What we want is our teachers working together as teams, and with our administrators okay. So that's what how we've worked to address it. Because we did not have the resources. Ya'll I will just share with you, and this is on a personal note in a way.

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Dr. Tihen: But it's professional in reality. Last year in Lee County I cut 48 million dollars from my budget. I, we do not have more resources to support our schools and teachers, we have less. Over the last three years we cut 105 million. Now we have a 1.4 billion dollar budget, but believe me 100 million dollars is a lot of money to be pulling away supports and systems out that you that you thought you had through teachers. So your question is an excellent one. Because especially now with the cuts in resources and funding, we're having to find other ways. And that's what a lot of tomorrow is going to be about, so hopefully that will clarify that a little more. I appreciate you asking. So this textbook adoption process, ya'll we bring our teachers in. Our teachers go against our curriculum. They select the books for their subject areas. Okay, because they do a tremendous amount of research in here, we bring in the standards, we have the people are the publishers of the books come in and do their presentations.

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Dr. Tihen: But it's a district-wide adoption, and our teachers vote on it, okay. We've had one exception to that, and I did something, where I was, they adopted a K-6 program and I changed the kindergarten program. I liked it 1 through 5, not. And I talked with them, we had a conversation, they agreed. Okay, but typically our teachers do all that research, we have a rubric we use, and then we make sure that the, we select the textbook. And ya'll, I will tell you and it's the way the world is, is too much of our previous textbook adoption was how many freebies? Okay. So if you came in and represented your company and you sold the freebies, okay, well you get this, you get this, and get this, and no that's not cost. And you'll get this, and that, say wow! Look at all the stuff we're getting. Of course, wasn't, wasn't valid or reliable, but a lot of stuff.

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Dr. Tihen: So that's how too much of our adoptions went, is whatever sounded best. WE didn't really, the publisher told us why they're great, and we said well you either convinced us or you didn't. But we didn't do the analysis our self, now we do the analysis. And our teachers want to do it, because you know our adoption every seven years. They're going to teach with that book for seven years. So they're very serious about that adoption, teachers are very serious about it, okay. When we look at, if we have populations at risk when we look at the textbook, one of the things we say is, my gosh does this book have the range of things, or are we going to be adjusting and modifying this textbook forever? In other words, when we look at the needs of our kids, do we need this much supplemental programs, or are we gonna need this many supplemental programs to make this thing work. So our teachers look at that as well, within the textbook itself are there provisions for differentiated content or instruction

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based on the student's educational needs? Does the text have, or the book have the evaluations that you need and do they have fall back for you in terms of resources.

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Dr. Tihen: I'll just, look I'm not selling any products so I'm not going to mention names, but the reading series we adopted had a supplemental text tied to it, that was tied to the unit. So that if kids had trouble in the auxiliaries, you could drop down into the supplemental text. Well our teachers like that, cause they didn't have to go out and create one. So that's one of the reasons they elected to adopt that, so did that occur? So that textbook adoption process. Supplemental materials. This is, this was a big change for us, because we were buying as I said based on the freebies in the supplements. Okay. Whether we needed em or not. So we, we got em. What we're trying to do now is wait a year after we've adopted the text, between our curricular content, benchmarks, essential learning concepts and the selected textbook. Then we buy our supplements. And the supplement is to address the gaps between the curricular content and the selected textbook.

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Dr. Tihen: And ya'll this is where the, the supplement that we have for the reading series I told you, the supplement covers all the areas. So what you have is kids not being successful with the core, and then they have a supplement text. Well that supplement contains let's say at third grade, it contains prior knowledge information, vocabulary information, and comprehension strategies okay. Now what are you gonna do about a child who is not making it in there, but has decoding skills. Or a child who only has comprehension strategy needs. What we were doing was teaching them everything, you know we ran the supplement. Okay, our teachers' and our students' time is too valuable for that. So we begin to look at it, when we need to, do we have a separate supplement that just works on the vocabulary. Some of those end up being designed by our teachers, so some of that we designed ourselves. Some of it we've been able to purchase.

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Dr. Tihen: So for example, I'm not selling these, cause we give our teachers flexibility our schools. But let's say that it's third grade and we have a decoding issue, our schools have access to Spalding, okay. Spalding Phonics, or Lindamood Bell. We don't have much of now because it turned, it was quite expensive but actually very effective, and again I'm not promoting anything. I'm just saying, and Saxon Phonics would be another example. We also have the Florida Assessment for Instruction of Reading, which is our online service for our teachers to access lessons and resources for teaching phonics skills for example, that's just an example. They have all five areas, but that's an

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example. So what we're doing in our plans is addressing the supplemental program, the gaps between the curricular content and the selected textbook. Okay so we want to teach kids or here's what they need, because they don't have those skills and the textbook doesn't have it, so what do we buy? And that's how we're buying now. And, Debbie go to the next one.

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Dr. Tihen: In fact go, yeah this one. Because this ties in. Ya'll we had an excellent principal, I'll even tell you her school. It's Caloosa Elementary. Okay, she's retired now. Excellent principal, so we set this up, okay. She pulled her teachers together and said let's look at our supplemental materials, both our software, our software and our hard copy supplemental materials. She came to the next principals meeting, cause remember I said we have this, we discussed the principal's meeting. So she came in and said my project was to look at the supplemental materials, now she has six grade levels okay. K through 5, she, the teachers and her agreed to throw out 37 sections of supplemental materials they were using and software and printed things. 37 resources left that school. The primary reason they left was not because they didn't have something good in em, because all of em had something good in em, that's why they got it.

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Dr. Tihen: But when you presented the whole thing you presented 10 things and you only needed on and it was an incredible waste of time, to get to the one if you use that whole supplement. You had to get to five or six or ten. So they wanted to get to the one. Okay. So they threw those resources out, and we went ahead and looked at the resources we were gonna use. There is a lot of things that were bought in our district with very good intentions, that are really impeding how we use our time in a quality way. Because somebody bought it five years ago, we did an in-service on it, and it cost X amount of dollars, and so we used it. And you know what, five years ago it might have been the best thing out there. I mean it might have been a dang good decision, so but it's not anymore. Okay. And for multi-tiered levels of support it really runs into problems.

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Dr. Tihen: So ya'll our software now has to align and support the curriculum, textbook, and the software adopted should not fragment. That's what I was talking with you about, we were all over the place with our supplemental stuff. All over. Wasn't there, wasn't, you know like fi the kids were on grade level, it'd almost be like an enrichment you know. I mean there was some good stuff in there, but when they have significant needs then it became a problem. Okay, Deb. Ya'll the technology support governed by

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the types of software components we had selected, and limitations made strict. This was, we were sending out, now we're a big school district, and I was a principal, but you know what I really liked the old way. The old way was central office sent me money. I liked that. Okay. And they said buy the technology you need. Hallelujah. And I went out and bought what I thought I needed okay. The trouble is, we had no, no data that that made any difference at all for teaching. None.

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Dr. Tihen: We're spending 8 to 12 million a year with no data that there was an efficacy to any of it. We just bought it. Now if you have money to spend on technology what do you do? You spend it. The reason you spend it is, cause if you didn't spend it at the end of the year, the superintendent would get there at the end of the year and say well I need that money back. We're short funds, and you didn't need it so give it to somebody who does. So we spent our money, and I spent my money as a principal every year. How do we change that within the system? The system now, there is a, I didn't bring it, you'll be glad I didn't. Multi-page analysis and justification for your software purchases. The first year we put it in place, first year we put it in place, we returned 48 of the applications, remember we had 94 schools. We returned 48 of the applications not funded.

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Dr. Tihen: The next year we had two. Now we gave you, that year that we returned non-funded you got a second chance to write it. Okay, but if it didn't pass the second time you didn't get the money. We brought people in and trained em, and we gave em documents from other schools. But you know what? Some people don't want to do stuff, okay. Cause we didn't have a mandate then that you do it, that's great but don't ask us to fund you. Okay, don't ask us to spend money just because you don't want to do stuff that needs to be done. So second year two, both those resubmitted, they passed. Okay. But in there key you have to, we have a rubric for our software. If you, if that rubric for the software, if you don't fill it out and you're not able to show that that software matches our curriculum and differentiated instructional needs, we do not approve it. Okay. It's not about the sales person who comes into the principal, I was a principal, I get it. Okay. The presentations are slick.

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Dr. Tihen: Okay. We all love a parade. Okay. So it's, we're very very careful about it, because now about 12 million dollars a year that we're spending. That's a lot of money okay. So you fill that rubric out, you fill out your sheet on how you're gonna evaluate. This is a required component, you have to turn in an evaluation of how that software and/or hardware improved your instruction. Remember when Steve said that it's about

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the outcomes? Not about spending the money. It's not about well you know our school has a computer for every kid, yeah did anybody learn anything? That's, that's what we want to know. Is if we're gonna put 12 million dollars into this, are we going to get anything for student achievement out of it? Now some of that is, well meaning. In other words we actually because we had the money, we bought the computers and the programs, and didn't train our teachers on em. We just made em available.

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Dr. Tihen: In fact we had a very good program, Debbie knows which one it is, cause she ended up having to do some of the training on it. WE bought a program and we didn't even train anybody on it. We liked it, sent it out to the schools, and then we said you know guys look at this and implement it when you can. They didn't have trainers, so you ended up training em didn't you? So that was, that's how we were doing business, we don't do business like that anymore. Ya'll limitations here may restrict software solutions and programs. That works both ways. We had some legacy issues. We had some software we really really liked, but it didn't run on the new systems. That happened to us in one of the transitions, so we did begin to get some flexibility in the hardware that principals said they wanted to maintain. Cause we were saying we need to move that out, principal was saying but I want to keep it in these three classrooms, because we're using the software, runs better on this machine, etc. and so. Or this platform, and so we, we did that. So there is some variation in the schools in that way.

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Dr. Tihen: Okay. What's the next one Deb, level 2 considerations. This is your differentiated instruction, you're school restructuring. During the textbook adoption process, we're looking at level 2. Does it contain the instructional strategies, the differentiated instruction to meet our students' diverse needs? And the alignment of the school structure with the curricular content and the instruction strategies requirements. Ya'll I can't tell you how many programs that we bought before we got into this, and then we told our teachers that, say well this, we don't have enough time to do this. And we'd say well pick the parts you like, you know that you think are most helpful. Cause when we bought it we didn't look at the time that our teachers had to implement it. So they'd say, well we don't have enough time. So we'd say, well then pick the parts that you think are you know best. Okay, threw it back on our teachers, and of course as soon as you do that, if the program was research based, if it was, you've now lost the fidelity of the implementation.

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Dr. Tihen: Okay. So, we were our own worst enemy when we did that. And we did it a lot. We, I have to say we threw an awful lot of the responsibility for our district right back

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on our teachers' shoulders. We were doing that a lot, maybe that's why in the United States within 5 years, 50% of our new teachers are gone if you're not aware of that date. 50% of teachers are gone within 5 years. Okay. At least what we know about a system like this, it isn't good for retaining staff. So, those were huge issues with us when we had that kind of turnover, so that's part of why, to your question, boy when you've spent all that money investing in training, and then the people get up and leave. It's a hard, hard road to go. Hard road to go. Okay. So the next one Deb. Oh this is the instruction, no the next one.

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Dr. Tihen: Oh, wait a minute. Uh go back I'm sorry Deb that's right. The systematic, this is, ya'll we in our district for differentiation, we really spend time on systematic explicit instruction. I'm not talking about that you got to buy a direct instruction program okay. I'm talking about what does the research say about teacher practices that's, that increase student learning. What does it say? There is, there are at least seven things, and there are more but there are seven that have very good data on them. One is that you tell people what it is that they're gonna do, okay. What are you gonna do? Cause it's hard to know what to do if you don't know what you're gonna do. Why are you doing it? Because people don't put time and effort into something unless you tell them why, what benefit they're gonna get from it. Okay. You model it, for reading modeling a lot of times is to think aloud, because you can't look at a page and read and have somebody learn something from it. So if you're teaching comprehension strategies it has to do with the think aloud. Then there is actual teaching, providing the instruction. Okay.

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Dr. Tihen: Then you have to have practice. There is a whole lot of research on practicing, assess you for practice, and fluency in mathematics and reading and other areas has practice. You have application, you have to have application that you're gonna do. How do you apply this comprehension strategy you learned, how do you apply it? So if you're teaching story mapping, or story grammar, and you have the setting and the characters, and the problem and the thing that propel tried to do to you know solve a problem. And then the outcome and maybe you have a moral to it, you need to teach your children to apply that. So if they read, it was midnight in the jungle, they know that the time and the place is the setting. Okay. So when they read that, and they've learned story mapping they can tell you the first item is the setting, and the setting is the time and the place. But when they read it's midnight in the jungle, and they don't understand that that's the setting with the time and the place, and that you need to take that an apply it to your mode. Then you got a problem.

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Dr. Tihen: Cause you haven't taught application, they can repeat the model, they can tell you what's in each box. They can do all this stuff, but when they read, they can't apply it okay. And the last part is self-monitoring. Okay, so you got seven things there, I think, I hope that I talked about. Ya'll when I taught, I will tell you what I, what I did that I looking back, you know you always remember the things, you know you look back, I wish I hadn't done that. Is I jumped too quickly from modeling to practice and didn't spend enough time teaching. I thought if I modeled it I taught it. Okay. And modeling is just showing what you're gonna learn, that's all it is. This is what you're gonna learn, it's not teaching it. And I used to do that a lot. Okay. So as we begin to look at systematic explicit instruction we're talking about if the textbook doesn't have this in it, and see this is part of differentiating your instruction. Well what is your instruction? I mean if you're gonna talk about differentiating it, what is it?

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Dr. Tihen: Okay. So, what it is, why it is, modeling it, teaching it, practicing it, applying it, and self monitoring it; those are the things that you're going to be looking at in terms of how you deliver that. That doesn't mean that's and ELL strategy, though certainly that works, those are universal instructional strategies that I'm talking about right now. Specific for ELL or something else, but do you have the basic stuff that goes into teaching. Now we were surprised a lot of our books, especially, how many of you teach secondary school? Do we have any secondary teachers here? No. Okay, middle or high? If you pick up the US History book, do you ever see any instruction strategies in it? No. It might tell you do this activity or something like this, but you don't see instructional strategies like you do in a third grade reading book, where you've got some kind of, you know this is how you present this, you present that, you do this, you do that.

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Dr. Tihen: Our secondary teachers have not had the advantages of our elementary teachers in terms of learning about instruction, and in differentiated instruction. That's not to mean they're not as capable or smart, they are. But they just hadn't had the advantages of going through those types of materials and resources. Implicit learning opportunities, we have implicit learning, you know the more, the National Reading Panel said there is no hard evidence yet, on that independent reading creates, solves a lot of the problem associated with the five areas. Okay. But they did say that more reading doesn't seem to be helpful to kids, and so we want a lot of implicit learning opportunities, where our kids are doing activities outside of the time that they have with the teachers. So does your differentiated instructional strategies includes learning opportunities for children where the teacher is not the only person providing that resource. It might be a technology program. Okay. Might be a technology program.

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Dr. Tihen: Might be an aide, it might be a parent who comes in. It might be sending them to the media center for some activities. It might be having the teacher having to do independent reading in an area that's at their appropriate developmental level in reading. Cause the more they read the more they're gonna pick up, okay. This is especially important ya'll, these things here, I don't know how much of this to get into. Because we put in intensive reading classes at our middle and high schools, we have intensive reading classes in our schools. Okay, middle school it is two periods, if you're a level one reader. If you're a non-fluent level one reader, you are in two periods of reading. Okay, because we can't catch up with one. We tried, couldn't do it, okay. So you're in for those two particular periods. The thing is what's happened is, we're actually getting children now, that are quite fluent readers and they have good comprehension strategies, okay.

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Dr. Tihen: But because between third grade and ninth grade in the standard American curriculum you have approximately 88,500 vocabulary words, and they're picking up, remember we're teaching to read in middle school. That means from K to 6 or 7, they didn't get the prior knowledge that other kids go through reading. They didn't pick up those 88,500 vocabulary words, cause nobody, no teacher could teach 88,500 vocabulary words. You acquire most of that vocabulary through reading, that's where you acquire most of it. Okay, that's not my opinion, that's the research. What are you gonna do then about children who reach, high, middle school and learn to read and are good readers, they have good comprehension strategies, but they don't have the vocabulary and they don't have the prior knowledge? That implicit learning where you give children, let me, reading requirements. Let me give you an example. We used to for our, cause we have middle schools who have and I'm not trying to sell this program, but they have an accelerated reader.

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Dr. Tihen: But the kids got to go pick any book they wanted. Well our state test by sixth grade, is 60 to 70% informational text. Expository text, our children 90% plus were checking out narrative text. Is that a match? Did that pick up their prior knowledge that they missed, so what our schools, our principals got together and had a discussion and said, "We're gonna require that our students at a minimum check out 60% of their books related to science or social studies, or some content area. Where they pick up a lot of that vocabulary and knowledge that they missed in the past." If you're gonna have them read anyway, have them read something that helps. Helps me, okay. So that implicit, are we taking full advantage in our instructional strategies of implicit learning

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opportunities that we have. Differentiated instructional opportunities, I talked to you already about dividing teachers, and how you might do that.

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Dr. Tihen: Are we providing for that, do we even have the opportunities for our teachers to do that, and meets the instructional delivery requirements of response to intervention. So in other words when we look at our differentiation, is it meeting the requirements that we've laid out for ourselves as a district in terms of what we're gonna do. Okay. School restricting, does, this I'd like to say I came up with that, but actually a young lady at River Dale High School taught me that lesson. We went out, we got a bus and we brought all of our student, not all, all the students we brought back on the bus that day were students who had dropped out of our schools. We went out, and we picked em up, we called me first. We picked em up and we brought em to River Dale High School. And we sat down with them and said, why'd you drop out? And some of them were brutally honest okay, but some of them had the things that we would expect. You know there was an emergency in the family, they were taking care, now whether that was the real reason or not that's what they said.

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Dr. Tihen: Okay that was some. But a number of others said things that were, related to our instruction, our curriculum and how they were treated in our schools, okay. And when we got done, there was a young Hispanic woman there, and I said to her, if you had to put it, just kind of in a you know nut shell, what's wrong with our school that we have this particular school had over 15% almost 20% drop outs? Remember right now we were at 9% and now we're at 1.3. What went wrong? And she looked me right in the eye and said, there is no place in this school for us to be successful. And you know, if you're an educator and Steve's talking to you about we're gonna educate all students, that is a damning statement. Okay. I mean that struck home to me. There is no place for us in this school. And, it wasn't said meanly.

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Dr. Tihen: Wasn't said in revenge, and just a flat out statement. So when we talk about restructuring our students, our schools around our students' needs. When you're looking at school structuring, does the school provide structure provide every student an opportunity for success? Now we can't, we can't make everybody be successful. But do they at least get a chance? That is something that we owe the kids, okay. And we weren't doing that, now when I talk to you about curriculum tomorrow, you're gonna see dramatic shifts. I'm talking about dramatic shifts in how we approach subject areas in high schools, in differentiated instruction. Okay. I can't cover all that now, but I will cover it with you tomorrow. But that whole shift in school restructuring was really driven,

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years ago by that young lady's statement to us. And I had, we have a great principal there, really good principal. And he really took that to heart. And was, and was one of our early multi-tiered system initiators at the high school level.

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Dr. Tihen: They did it really really well, we did everything at once but this person really got it started. Does the present school structure allow for implementation with fidelity to the program to be selected, and I already gave you that example where let me jump back to it. Debbie go back to the original slide, the very first one, the yellow yeah keep going back, keep going back, the chart. There, no next one. Ya'll, I, no the next one. Slide. She's, she does that to me, a lot of times I get up here she does these tricks. So, ya'll I talked to you, but I want to go over this again, why this system is so important. Because, on the surface some of this sounds quite mundane, or simple, or something, I don't know. It doesn't sound, certainly not revolutionary. But, we were consistently consistently buying this stuff, and not doing this and this, and then buying this stuff again.

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Dr. Tihen: Because what we had wasn't working. We just did it, that was how we did business, okay. If it didn't work we replaced it. Okay. And we always were trying to buy our way out of our problems by purchasing a program, okay. Well we got this problem, what can we buy to solve that problem, okay? Now, that's not to say we haven't bought programs, we have. But we do it the way I talked to you about and we make sure when we do that we're not replacing this when our problem is this. Okay. And ya'll, the next reading textbook adoption in Florida is next year, we're thinking about not adopting one. You know why? We've worked through this stuff. We've got a reading program we like.

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Dr. Tihen: We, we'd have to start this whole thing over again, and we're not sure we want to do that. Are we gonna look at what's out there? Yes. But when we match it up, if it doesn't match any better than what we've got now, we're not buying it. Just cause it's there. It was there so we bought it, that's you know we just bought every adoption we bought okay. Now over seven years the technology change, etc. etc. But our last reading adoption in Florida was only about four or five years ago, so they've moved up the adoption. Probably to look at the new national standards, but we're gonna take a look at the national standards, see where we are whether that fits. But reading adoption in Lee County costs us about 9 million dollars. Are we gonna get 9 million dollars worth of value? Okay. You know, if the, if the National Reading Panel says, and please, I'm not talking against adopting a reading model. I don't want to, Cindy's sitting here, and if

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you guys decide you want to mode, adopt a new textbook you should adopt it. And whatever you're needs are you should look at, so I'm not speaking against that or not speaking against that.

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Dr. Tihen: But it's really important that you look at and say it was Nine million dollars coming out of here, is that a good investment. Nine million dollars and retraining our teachers etc. etc. Do we gain by that after only five years in the old system and we're moving really well in it right now. Okay Deb, go back to, keep going. Keep going. Keep going. Keep going. Wait turn back. Go back one. Ya'll this school restructuring, these are the questions that we, that our principals put together, and when they talked with us about problem with school restructuring and things they needed for their teacher. Is mutual teacher planning time available for instructional teams? I talked to you about the teams that we have with our teachers, and how we paired, but then you have to make sure that your teachers have a time to do that. Okay, see you have to have time set aside for your teachers to work as teams. Is access to labs available, I talked to you about our credit retrieval program. Is time schedule based on the educational need?

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Dr. Tihen: Or do you just, you know I have to tell you as a principal, each year I was setting up a schedule. And you know what, looked pretty much the same every year for everybody. The poor readers when we started did not have more time than the other readers. Why? Because we had to get this other stuff in. Okay. And of course, we want everybody to look the same, so everybody did look the same. But we really look on our time schedule is based on he needs of our teachers and the instructional needs of our, the needs of our kids, learning needs and the instructional needs of our teachers. Okay. This is for secondary, is the alignment of reading instruction provided by the reading teachers in the reading instruction practice provided through content area teachers? Ya'll one of our bit training initiatives, our secondary teachers, it was an issue, because when we started reading in our high schools; we have intensive reading in middle and high schools.

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Dr. Tihen: We also have in all of our middle schools, our level threes, fours, and fives you're still in a reading class. Because when we investigated why our scores weren't going up as fast as we thought they would, you know what we found? Our intensive reading classes were really working, man kids were getting on grade level. You know what happened, apples to apples, our own kids, our own Lee County kids. Level three on the FCAT in fifth grade. By eighth grade, 38% of them were now twos or ones. Kids in intensive reading were going up, kids with no reading were going down. Now,

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somebody gave us an interesting thought on that. And why do we have reading in all of our middle schools now? If you're in first grade, it takes a good teacher 180 days of instruction with you to get you to, through one year of learning to advance on reading. So you're ready for second grade. If you're in third grade it takes a good teacher 180 days to get you through instruction for reading that prepares you to be a fourth grade reader.

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Dr. Tihen: When you're in fifth grade it takes a teacher 100, a good teacher, 180 days to move you from being a fourth grade to being a proficient fifth grade reader. Why in god's name did we think that wouldn't happen in second grade, in sixth grade? It happened every other year, I guess you know. I, the person said I guess we thought that there would be a light that came down over between fifth and sixth grade, and then you just would somehow progress at reading. Okay, you'd somehow just progress at reading. Before then, the six previous years you needed a teacher, but this year somehow you were just gonna learn to read. You were gonna keep improving. Well, for 38% of our children that turned out not to be true, and that's, that's the 38% that passed. Okay. Then we got that other percent that we had that was intensive reading, so that's, that is you know when we get into problem solving, that was one of our problems.

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Dr. Tihen: We lost 38% of our good readers, what were we gonna do about. That's almost, it's not quite you know 40% but you're starting to approach half your kids. And when you count the ones and twos their intensive reading coming up, and you count the 38% going down, you're counting for 60, over half the students at your whole school. You see so if you're gonna have half of the kids, 60% of the kids in your whole school in reading, may as well put the other kids in too. I'll, you all have a state assessment don't you?

[Comments from Audience]: Yes.

Dr. Tihen: You don't have very many middle school principals here. Ya'll run a, run a study, your own kids. The kids from your district that are in fifth grade, and what level they are on your state assessment and see where those kids are in eighth grade, what their level is. Okay. Now that, that's a tough situation, can some teachers in content areas pick it up and make the difference? Yeah but you know when I went to Lee County in 1980 we had content area teaching then, we had reading content area. That's not new.

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Dr. Tihen: You know, whether people do it or not is another issue, but is that enough? If it is, let's say you've really trained your teachers in reading the content area, and you're getting the results you need, that's good. Don't need to worry about reading classes. If you do it, and you do it, and you do it, and you do it, and you're not getting the results you need, you need reading classes. Because you're not getting the results you need, okay. I mean, it's a tough thing to go, because ya'll and I will tell you when it can't be done. We did it in middle and high school. Now granted we're 85,000 students. But we placed over this summer 16,500 and some kids in reading classes. Who that really hurt was our elective teachers, cause see now the kids are taking a reading class, that's one less elective.

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Dr. Tihen: So we had to get with our unions, we had to get with our teachers, we had to start training people in reading. The good news was the state had set up a certification for reading, we had five classes, six classes really. You had to take the kind of practicum that they had, and so we started on that program. And we bought fairly scripted programs when we started, because we knew we didn't have teachers in the middle schools who were, had been prepared to be reading teachers. WE knew that, so we bought types of programs then that were very highly structured. So that our teachers could implement that. That was, now I'm gonna tell you a story because Steve said the superintendent gave me his ring. And I'm not advocating this, I'm just letting you know how we do. Okay, cause superintendent did give me his ring. When we stood up with the principals, it was in May something like that, because we need to start the schedule. April, and said guys we're going to intensive reading classes in our middle and high schools, when it first started the superintendent called everybody together.

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Dr. Tihen: We're at Dunbar High Schools. All the assistant principals, and principals were called in. Said Larry's got something to say to you, when he's done and I got something to say to you, and then we're gonna take questions. Okay. And this is how, you know differences in superintendents in different ways things are run, but I'm just telling you how the way it went, not saying it's right just the way it went. I got up there said here's what we're gonna do, these kids are gonna be in this period, you're gonna have this, we're gonna have to train elective teachers, we're gonna do this, we'll have summer training, we'll have training over the summer, you're gonna have to tell your teachers. As you do your schedules the electives are gone, that they have options here, but this is where we're heading etc. You could literally see the steam coming out of people's ears, because I'd been a principal and you protect your teachers. I mean

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you protect your teachers. Okay. You could see it coming out of their ears. Man as soon as I, the hands were going, now wait a minute.

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Dr. Tihen: I said I had something to say to you before we take questions, now this is all worded exactly. "Principals, you don't get what Larry said go to another county. Get another job. Assistant principals, you ever want to be a principal in this district, you want to be a principal here get in line with this. Now are there any questions." That's how it's done. And you know what, a decision was made in about 15 minutes that we were going to move 16,000 kids into programs. It's about will. A whole lot of what we're talking here is about will. Do you have the will to do it? Cause it's not easy, it's not easy. Now I would have liked to have said that I got up and everybody said, gosh that Larry Tihen he really said, that sounds good. He's got a great idea, we're all going for it, okay. Love to have had it happen that way. But ya'll as we talk about cultures, is one of the things I want to share with you.

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Dr. Tihen: Is there's aspects about cultures in schools. You saw that we brought the principals in, and the teachers, and the social workers. That's critical, cause that's where you get your buy in and trust and input, and you don't make as many mistakes, okay. And that forms a culture, because cultures are formed on what you believe, not only what you believe, but how strong do you believe it. And then how do you act on your beliefs, okay. But there is another part of culture, and that is I was born into a culture, and nobody every sat me down and said, Larry this is our culture. And explained it to me. What happened was I entered into that culture, and I looked at how they did business. How they interact and what their expectations are. So the other side of this is when we set this up, and we set up the programs that we have is, you become cultured by experiencing the environment you're in.

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Dr. Tihen: Now what we did that day was we changed your environment, we didn't. Wasn't a long conversation about it, this is the new environment, and then the culture went through the experiences it needed to. The people went through the experiences they needed to for that to become our culture. So there is two ways that we move culture. We move culture through, we build people up, trust input etc., and we all agree and we do. That's one culture. Another one is, here's what needs to be done, here's what it looks like, let's do it. And that becomes a thing that moves culture too. Depends how much time you have and when it's appropriate to use it. And I'm not an expert on that. Okay. I can't sit here and tell you do this that time, and that the other time. You know your schools, you know your parents, you know your school boards, and

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superintendents. You'll make those decisions the best way that you can, but cultures aren't always formed just by we're all gonna get together and talk and decide we're gonna do something. You see what I mean? Sometimes there is, when our new teachers come in, at approximately 450 a year, they didn't have input into the Lee County culture of multi-tiered system.

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Dr. Tihen: They didn't have input into that. But it's our culture and they learn it. Okay. So that, that's the other part. They have that very strong well-defined culture, so that people understand what the culture is and how to get there quickly. Okay. Next one Deb. Curriculum and training this is, how much time we have? Two minutes. We have two minutes. A training won't last very long, okay, so ya'll this. We, what we did was when we implemented, we looked at the training requirements, okay the compatibility we had with what we were doing to meet those training requirements. And frankly it wasn't what we would liked it to have been. We were kind of set up kind of wrong. We had experts in certain areas, and they were teaching those areas and they weren't necessarily what everybody needed. Okay, capacity for modifications, where we built in in terms of our training, did we have the capacity to make moves that our principals in different school with different needs said they had.

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Dr. Tihen: In other words, we had to have a wide variety of trainings that were available depending upon. Some of our schools are very very very heavily ELL some aren't, okay. Can we modify our training, and do what we need to do for that. Some of our schools have very high special Ed populations. Especially with autism. We have a huge burgeoning autism group. Huge, and those schools with differentiated instruction have very different needs in terms of those teachers, regulated teachers with autistic children than some of our other training on differentiated instruction. The deliver personnel were re-setup to support the schools, ongoing follow up and support, so it was that one-shot miracle thing you know. Come in we'll tell you how to do it, good luck. Training administrators, and training coaches. We made that part of, that's why I said we have that hour meeting every month, with each principal group. You have to have ongoing support, cause the challenges never go away. As soon as you achieve here, you realize there is something else you can do and then that challenge comes and we achieve there.

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Dr. Tihen: It's what I said earlier, is when Cindy was talking about the levels, and we thought we were accomplished and then we found out we were emerging. You know. So that's kind of how that works. So, what I talked to you about is that the core

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becomes a huge, was a huge issue for us. When people say we got to include the core instruction, please for your teachers' sake, don't just go out and teach differentiated instruction to people. Because there is too many other variables that you also need to consider to make that work. You know. It's, if you can't provide ongoing support, differentiated instruction is too complex to learn at one in-service. Okay. At one in-service, everybody comes in we teach them differentiated instruction, then they all go out. And, so you know, you got to set the systems up to make em work. That was a hard lesson for us, cause too many times I think we tried to be efficient and effective, and that means saving money, saving time.

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Dr. Tihen: Do the least you can to get the change you want. Sometimes that's not a very good, wasn't a very good decision for us. Ya'll the process requirements on those things you saw, all those things. Schools, how you get there, varies between schools. So, if when you see those lines that move from you know the, the curriculum to the instructional differentiation strategies, to the school restructuring. How you get there works differently in the schools. Different principals have different resources, they have different people that are shakers and movers. We don't tell the principals and teachers how they get there, we say here's what you have to consider, here is what you have to be able to show you've done. Do it however you feel is best for you, whatever works for you. Some people like afterschool meetings, some people have an in-service. Some people form a team that goes back to the teachers, that's their business. They know their school better than we do. So, we have them go ahead and, do what they can okay. Assessment processes, I'll just finish up.

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Dr. Tihen: Ya'll we do look at test scores, formative assessments all that stuff, but we also look at each of those individual components. Is our school restructuring where it needs to be? And then the interaction effects of all of those. Does the curriculum line up with instructional strategies, with the school restructuring, with the staff development? So, our evaluation is three pronged. Student evaluation, each systems component, and then how all these things out there, how are they all working together? Do we have communication between em, are they supporting one another, are they in contradiction to one another? Okay, cause sometimes we've found out part of our, what we set up and trained for was actually harming other sections and things that we had. You know, so that was, it's really important that you look at, it was important to us. You'll decide what's important for you, I can't tell you what's important for you, okay. You'll decide what's important to you. But this was what was important to us, and we found out when we didn't consider all of those things, we had more problems than if we considered all of them.

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Dr. Tihen: We did better, so. That's really what I'm, the information I'm trying to share it with you. So I, I hope it was helpful to you, and I know it's a long morning for you, and have a nice lunch. And if anybody has questions or would like to see me about anything, or ask me to reorient myself I'm open to that too. Okay. Thank you. Thank you.